# Cambridge OCR-set Assignment

# Sample Assessment Material

Cambridge OCR Level 3 Alternative Academic Qualification
Cambridge Advanced National in Health and Social Care

Unit F095: Investigating public health

Scenario Title: Public health challenges – emergency planning or child and maternal health

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

This is a sample Cambridge OCR-set assignment which should only be used for practice**.**

This assignment **must not** be used for live assessment of students.

The live assignments will be available on our secure website, 'Teach Cambridge'.

**The Cambridge OCR administrative codes linked to this unit are:**

- unit entry code F095
- certification code H125

**The regulated qualification number linked to this unit is:**

610/3986/X

**Duration**

About:

- 13 hours of supervised time (GLH)
  (work that **must** be completed under teacher supervised conditions)
- 7 hours of unsupervised time
  (work that students can complete independently without teacher supervision)

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# Contents

Information and instructions for Teachers....3
Using this assignment....3
Tasks for students and assessment criteria....5
Scenario....5
Task 1....6
Task 2....8
Task 3....10
Teacher Observation Record Form....14
Guidance notes....15
NEA Command Words....16

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# Information and instructions for Teachers

## Using this assignment

This assignment provides a scenario and set of related tasks that reflect how people working in the health and social care sector might go about developing an outline proposal for how a specific public health challenge could be addressed.

You can give this to students on or after 1 June 202X to help them understand it before they start using it for assessment. The dates for which students can use it for assessment are shown on the front cover.

Content warning: The health and social care sector requires a definite set of knowledge, understanding and skills that students must develop to successfully equip them for progression. Therefore, please make your students aware that some of the content in the specification and set assignments contains themes and topics related to health and social care that students may find upsetting. Where possible, we have provided choices in the set assignments to protect students.

The assignment:

- Is written so that students have the opportunity to meet the requirements of all assessment criteria for the unit.
- Will tell students if their evidence must be in a specific format. If the task does not specify a format, students can choose the format to use.
- **Must** be completed under teacher supervision. Any unsupervised time allowed will be stated below and explained in the assessment guidance.

We have estimated that this assignment will take about 13 hours of supervised time and 7 hours of unsupervised time to complete. Students will need approximately:

- 3 supervised hours to complete Task 1
- 5 supervised hours to complete Task 2
- 5 supervised hours to complete Task 3

You **must**:

- Use a Cambridge OCR-set assignment for summative assessment of students.
- Familiarise yourself with the assessment criteria and assessment guidance for the tasks. These are given at the end of each student task. They are also with the unit content in **Section 5** of the Specification.
  Assessment guidance is only given where additional information is needed. There might not be assessment guidance for each criterion
- Make sure students understand that the assessment criteria and assessment guidance tell them in detail what they need to do in each

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task.
- Read and understand **all** the rules and guidance in **Section 7** of the Specification **before** your students start the set assignments.
- Make sure that your students complete the tasks and that you assess the tasks fully in line with the rules and guidance in **Section 7** of the Specification.
- Give your students the health and social care **Student guide to NEA assignments before** they start the assignments.
- Complete the **Teacher Observation Record** for **Task 3**. You **must** follow the guidance given when completing it.

You **must not**:
- Use live Cambridge OCR-set assignments for practice or formative assessment. This sample assessment material **can** be used for practice or formative assessment.
- Use this sample assessment material for live assessment of students.
- Allow group work for **any** task in this assignment.
- Change any part of the Cambridge OCR-set assignments or assessment criteria.

**Pages 1-4** are for teachers only. Please do **not** give **Pages 1-4** to your students.

You can give **any** or **all** of the pages **that follow** to your students.

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# Tasks for students and assessment criteria

## Unit F095: Investigating public health

**Scenario Title:** Public health themes – emergency planning or child and maternal health.

Valid for assessment from September 20XX to 20XX.
For use by students beginning the qualification in September 20XX.

## Scenario

You are part of a public health team within local government in your area.

Funding has become available for improving public health in your local area within the key theme of **either**:

- Emergency planning

OR

- Child and maternal health

You have been asked to research public health challenges in your local area within one of the key themes and to produce an outline proposal for how a specific public health challenge could be addressed.

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# Task 1
## Establishing a public health challenge to address

Topic Area 1 is assessed in this task

You have been asked to investigate **one** of the following key themes in public health:

- **Emergency planning**

OR

- **Child and maternal health**

Choose **one** of the key themes to research. You then need to decide on a specific public health challenge within the theme that needs to be addressed in your local area.

**The task is:**

- Choose **one** of the key themes in public health given above
- Research how the key theme impacts on public health in your local area
- Decide on a specific public health challenge within the key theme that needs to be addressed in your local area and provide information about it.

Your evidence **must** include:

- Evidence of research done, and sources used (e.g. a bibliography; copies of or links to reports, articles, sources)

**Use the assessment criteria below to tell you what you need to do in more detail.**

| Pass | Merit | Distinction |
|---|---|---|
| **P1: Describe three** public health challenges that are relevant to your local area for your chosen key theme. (PO2) | **M1: Discuss** the importance of your chosen key theme in public health at a national level. (PO3) | |
| **P2: Explain two** public health benefits of addressing your chosen challenge. (PO2) | | |
| **P3: Explain two** key factors influencing the public health challenge you are addressing. (PO2) | | |
| **P4**: **Explain two** | | |

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| | | |
|---|---|---|
| potential barriers to people following public health advice about the challenge you are addressing. (PO2) | | |

**Assessment Guidance**

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

| **Assessment Criteria** | **Assessment guidance** |
|---|---|
| General | • Where 'local' is referred to, this can refer to the student's town or city but could be expanded to consider the county or region if relevant information can only be found at that level.<br>• The research element of the task does not need to be completed under teacher supervised conditions but it is necessary in order for students to access the criteria. |
| P1 | • Students must describe **three** public health challenges that are relevant to their local area, for the key theme they have chosen, related to Topic Area 1.3. |
| P2, P3 and P4 | • Students must choose **one** of the public health challenges they have described in P1 and use this challenge in their explanations for P2, P3 and P4. |
| M1 | • Students must discuss the importance of their chosen key theme in public health, linked to Topic Area 1.2 in the specification. |

**Advice:**

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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# Task 2

## Exploring your public health challenge

Topic Areas 2 and 3 are assessed in this task

You now need to research the specific public health challenge you have chosen and other relevant public health strategies and gather information about what needs to be addressed.

**The task is:**

- Write a report about the public health challenge in your local area, using appropriate research methods, sources and data.

Your evidence **must** include:

- Evidence of research done, and sources used (e.g. a bibliography; copies of or links to reports, articles, sources)

**Use the assessment criteria below to tell you what you need to do in more detail.**

| Pass | Merit | Distinction |
|---|---|---|
| **P5**: **Justify** the research methods you will use to investigate your public health challenge. (PO4) | **M2: Summarise two** current public health strategies that are relevant to the public health challenge you have chosen. (PO2) | |
| **P6: Collect** qualitative data/information about your public health challenge. (PO4) | **M3: Present** qualitative and quantitative data/ information gathered in suitable ways. (PO4) | **D1**: **Discuss** what the data/information from M3 indicates about your public health challenge. (PO3) |
| **P7: Collect** quantitative data about your public health challenge. (PO4) | | |

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## Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

| Assessment Criteria | Assessment guidance |
|---|---|
| P5 | • Students must justify why the research methods they will use are appropriate, for example, how the methods provide relevant and reliable information in relation to the public health challenge.<br>• The research element of the task does not need to be completed under teacher supervised conditions but it is necessary in order for students to access the criteria. |
| P6 and P7 | • These criteria can be evidenced by questionnaires, interview notes or collecting data from other secondary sources. |
| M2 | • For M2, strategies can be at a local or national level. Summaries must include why the strategies are relevant to the chosen challenge. |
| M3 | • Data could be presented as graphs, charts or statistics. Suitable means that the data/information is presented in a way that is clear and easy to understand and summarises the key findings. |
| D1 | • D1 requires students to interpret the data from M3 to discuss what it indicates about the public health challenge. |

**Advice:**

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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# Task 3

## Producing an outline proposal to address your public health challenge

Topic Areas 1, 2 and 3 are assessed in this task

Having researched the public health challenge, your manager has now asked you to create an outline proposal for how it could be addressed, building on Tasks 1 and 2. The proposal could be used as a basis for a future strategy in the area if it is felt to be a good use of funding.

Your proposal will need to include clear aims and objectives, be supported by appropriate evidence, and make a clear argument about the importance and benefits of what is being proposed and how it can improve public health.

You need to produce a presentation of your outline proposal and practise delivering this to your team.

**The task is**:

- Produce a presentation about your outline proposal, using your ideas, planning and research evidence from Task 1 and 2
- Deliver the presentation to your team
- Recommend and justify improvements to your outline proposal

Your evidence **must** include:

- A presentation in a suitable format (e.g. power point slides) and any accompanying notes and materials
- A teacher observation record form for delivery of the presentation

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**Use the assessment criteria below to tell you what you need to do in more detail.**

<table>
<tr><th>Pass</th><th>Merit</th><th>Distinction</th></tr>
<tr><td>P8: Describe the aims and objectives of your outline proposal.<br>(PO2)</td><td>M4: Explain how your outline proposal will meet its intended aims.<br>(PO3)</td><td rowspan="2">D2: Explain how your outline proposal can complement other relevant, current strategies.<br>(PO3)</td></tr>
<tr><td rowspan="2">P9: Summarise how the findings of your research support your outline proposal.<br>(PO4)</td><td rowspan="2">M5: Explain how your outline proposal addresses potential barriers to improving public health.<br>(PO3)</td></tr>
<tr><td>D3: Explain how you have considered bias and ethical issues in your outline proposal.<br>(PO3)</td></tr>
<tr><td>P10: Summarise the approach you propose to address the public health challenge.<br>(PO2)</td><td></td><td rowspan="3">D4: Explain how you would measure the performance of your outline proposal if it was implemented.<br>(PO3)</td></tr>
<tr><td rowspan="2">P11: Describe how your outline proposal will be implemented.<br>(PO4)</td><td>M6: Explain how two public health organisations will be involved in your outline proposal.<br>(PO2)</td></tr>
<tr><td>M7: Explain how public health practitioners will be involved in your outline proposal.<br>(PO2)</td></tr>
<tr><td>P12: Deliver the presentation about your outline proposal.<br>(PO4)</td><td></td><td>D5: Recommend and justify improvements to your outline proposal.<br>(PO3)</td></tr>
</table>

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## Assessment Guidance

This assessment guidance gives you information to meet the assessment criteria. There might not be additional assessment guidance for each criterion. It is only given where it is needed. You must read this guidance before you complete your evidence.

| Assessment Criteria | Assessment guidance |
|---|---|
| General | • Evidence for most of the criteria for Task 3 will be in the form of the (written) presentation material/content itself.<br>• P8-P11, M4-M7 and D2-D5 are achieved where there is presentation material/content demonstrating them; students must **not** be penalised if their delivery of the presentation (P12) does not meet a criterion but there is written evidence which does meet the requirements. |
| P8 | • Students must include whether the overall aim is one of protection, prevention or promotion (Topic Area 1.1.2) and more specific details about what the outline proposal seeks to achieve and who it is aimed at. |
| P9 | • Students need to use the work they have done in Task 2 to produce a summary of how evidence gathered supports the outline proposal. |
| P10 | • Students must describe the approach they propose with reference to Topic Area 2.2. |
| P11 | • Students must consider how the proposed approach will be implemented with reference to communication methods and resources, timescales and safety considerations from Topic Area 3.1. |
| M4 | • For M4 students need to explain how the approach (P10) will enable the aims and objectives (P8) to be met.<br>• Students could reference how research findings (P9) have influenced the design to ensure it will meet the aims and objectives where relevant.<br>• The explanation for M4 may link to M5. |
| M5 | • For M5 students must explain how the outline proposal addresses potential barriers to the public health improvement(s) it is trying to achieve.<br>• This could be part of the explanation as to how the outline proposal will meet its aims and objectives (M4). |
| M6 | • M6 can be about any two, relevant public health organisations appropriate to the approach being proposed – they can be any combination of local, national and/or international. |
| M7 | • Students must describe the roles of at least two different practitioners. These can be roles in the organisations covered in M6 but they do not have to be. |

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| | |
|---|---|
| D2 | • Students must explain how their proposed approach can complement other relevant strategies. This can include those chosen in M2 from Task 2. |
| D3 | • Students need to consider bias and ethical issues (linked to Topic Area 3.1) and explain how these have been taken into account in their proposed approach. |
| D4 | • Students need to explain ways in which the effectiveness of the proposed approach could be judged and how these could be measured. |
| P12 | • Students could deliver the presentation to the teacher, peers or a combination of both. If the presentation is delivered to peers only, this must be video recorded, so that the teacher can use the recording to complete the Teacher Observation Record for P12. The recording does not need to be submitted to us.<br>• Teachers must complete a 'Teacher Observation Record' for each student to evidence they have met the criterion. Students must also read and sign it.<br>• This criterion is achieved if the student has delivered all the content of their presentation.<br>• Students can choose to collect feedback from the teacher/peers if they want to use it in D5. |
| D5 | • Students need to reflect on all of the tasks completed to consider the improvements that they would make to their outline proposal as a whole.<br>• Feedback from P12 can be used in the student's evidence for this criterion, but the focus must be on improvements to the outline proposal itself, rather than on presentation skills. |

**Advice:**

- Remember to clearly reference any information used from books, websites or other sources to support your evidence.

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# Teacher Observation Record Form

Use this form to record what is observed.
Read the **guidance notes** below the form **before** you complete the form.

**Cambridge OCR Level 3 Alternative Academic Qualification Cambridge Advanced Nationals in Health and Social Care (Extended Certificate)**

| | |
|---|---|
| Unit number: | F095 |
| Unit title: | Investigating public health |
| Task number: | 3 |
| Task title: | Producing an outline proposal for your public health challenge |

| | |
|---|---|
| Student's name: | |
| Date the activity was completed: | |

| | |
|---|---|
| What extra evidence is attached to the form? | |

The **teacher** fills in this section:

| |
|---|
| What Assessment Criterion does this activity relate to?<br>**P12** |
| How does the activity meet the requirements of the Assessment Criterion?<br>You **must**:<br>1. State whether the student delivered all the content of their outline proposal.<br><br>2. Give a summary of what was covered. |

| | |
|---|---|
| Teacher's name: | |
| Teacher's signature: | |

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| | |
|---|---|
| Date: | |

The **student** fills in this section:

| | |
|---|---|
| I agree with my teacher's description of how I completed this activity Yes ☐ | |
| Use this space to make any extra comments. | |
| Student's signature: | |
| Date: | |

## Guidance notes

**Both** the teacher **and** the student are responsible for completing this form.

The **teacher must**:
- use the form to describe in detail what they observed the student doing.
- give contextualised details of what the student did and how this relates to the Assessment Criteria.
- say how well the activity was completed in relation to the Assessment Criteria with reasons.
- share what they have written with the student and offer the opportunity to discuss if the student disagrees with what is written.
- reach agreement with the student before the work is submitted for moderation.
- sign and date the form as evidence of agreement.

The **student must**:
- reach agreement with the teacher before the work is submitted for moderation.
- use the form to show that they agree with the teacher's record of the activity observed
- sign and date the form as evidence of agreement.

The form **must**:
- be accompanied by extra evidence, as required by the task.
- provide evidence that is individual to the student.

The form **must not**:
- contain a simple repeat of the Assessment Criteria.
- contain just a list of skills.
- be completed by anyone other than the teacher observing the activity and the student completing the activity.
- be written by the student for the teacher to sign.

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- be used to evidence achievement of a whole unit or task in isolation.

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# NEA Command Words

The table below shows the command words that may be used in the NEA assignments and/or assessment criteria.

| Command Word | Meaning |
|---|---|
| **Adapt** | • Change to make suitable for a new use or purpose |
| **Analyse** | • Separate or break down information into parts and identify their characteristics or elements<br>• Explain the different elements of a topic or argument and make reasoned comments<br>• Explain the impacts of actions using a logical chain of reasoning |
| **Assess** | • Offer a reasoned judgement of the standard or quality of situations or skills. The reasoned judgement is informed by relevant facts |
| **Calculate** | • Work out the numerical value. Show your working unless otherwise stated |
| **Classify** | • Arrange in categories according to shared qualities or characteristics |
| **Compare** | • Give an account of the similarities and differences between two or more items, situations or actions. |
| **Conclude** | • Judge or decide something |
| **Describe** | • Give an account that includes the relevant characteristics, qualities or events |
| **Discuss** (how/whether/etc) | • Present, analyse and evaluate relevant points (for example, for/against an argument) to make a reasoned judgement |
| **Evaluate** | • Make a reasoned qualitative judgement considering different factors and using available knowledge/experience |
| **Examine** | • To look at, inspect, or scrutinise carefully, or in detail |
| **Explain** | • Give reasons for and/or causes of something<br>• Make something clear by describing and/or giving information |
| **Interpret** | • Translate information into recognisable form<br>• Convey one's understanding to others, e.g. in a performance |
| **Investigate** | • Inquire into (a situation or problem) |
| **Justify** | • Give valid reasons for offering an opinion or reaching a conclusion |
| **Research** | • Do detailed study in order to discover (new) information or reach a (new) understanding |
| **Summarise** | • Express the most important facts or ideas about something in a short and clear form |

We might also use other command words but these will be:

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- commonly used words whose meaning will be made clear from the context in which they are used
- subject specific words drawn from the unit content.

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